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MAY 1921

THE SCHOOL AND COMMUNITY

SUCCESSOR TO THE BULLETIN

PUBLISHED MONTHLY BY THE MISSOURI STATE TEACHERS ASSOCIATION

Columbia, Mo.

The Backward and the Forward Look

"Janus am I; Oldest of potentates!
Forward I look and backward"

THE TIME for looking backward and for looking forward has come again; backward at affairs that live only in their influences and results; forward to things seen only in their larger, general forms, as thru a mist.

THE PAST year has been one of planting and planning. The seed of sentiment has been sown. Plans have been made for educational reformation. The best minds of the State have worked long and earnestly with unselfish thought on laws that will give to our boys and girls a brighter future and to our State a surer foundation.

THE FORWARD look sees the plans either adopted or rejected. Sees the Governor and the Legislature breathe into them the breath of life and make of them living forces; or sees them mutilated to match the maudlin minds of demagogues; sees them put into the world 'but half made up,' to become a reproach to their mutilators.

It is the noble task of the teachers of the commonwealth to defend with unselfish and patriotic purpose the plans that they have laid; to accept no nullifying compromise and to seek to merit the blessings of the present and coming generations who cannot now speak for themselves. Wisdom, Love, Courage and Work, will insure the realization of the brighter vision.

VOL. VII

JANUARY, 1921

NO. 1

JAN 30 1921

THE SCHOOL AND COMMUNITY

Official Organ of Missouri State Teachers' Association

Successor to
THE BULLETIN

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL VII

JANUARY, 1921

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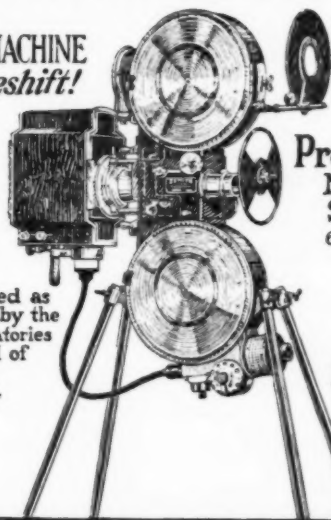
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THE SCHOOL AND COMMUNITY

I

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Italian baritone; and the preeminent pianist, Josef Hofmann.

Eddy Brown, violinist; Oscar Seagle, baritone; Amparito Barrar, soprano; and the celebrated Trio de Lutece are some of the artists whose recordings appear in the lists of Educational Records. Edward Avis, whose bird imitations are little short of miraculous, and Os-ke-non-ton, the full-blooded Mohawk Chief who sings his native Indian Songs, are two of the specialists who make Columbia Educational Records. Thornton W. Burgess, whose Bedtime Stories are standard throughout the United States, tells Nature Stories in his own voice on Columbia Educational Records.

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EDITORIAL

State Superintendent Baker is optimistic over the prospects of the legislative program. He says, "I feel very much encouraged about all my legislative program.

A Bright Outlook I am receiving suggestions every day from people regarding the county unit bill: I am also receiving suggestions from the best lawyers in the State regarding the constitutionality of every phase of it."

Should Superintendent Baker succeed, as we believe he will, in securing the passage of the county unit bill, in a form that will give to the rural districts the right and the ability to maintain schools adequate to their needs, he will merit and receive the lasting gratitude of all Missourians who love their State and who take pride in her prosperity.

WITHIN the past year the State Teachers Association has become an organization which so far as size and plan of procedure are concerned really represents the teachers of the State.

Its actual ability to function is yet to be demonstrated. With a force of more than fifteen thousand, within the next few months it will determine whether it is a real force or merely a great mass of mealy-mouthed school teachers, afraid or incapable of asserting themselves. There are, in looking over the past year's work, to be seen signs of real force and a few symptoms of farcical weakness. The legislative program is as strong as could be desired, the finances of the Association are in the best condition ever, the executive, legislative and other committees have done and are doing excellent work, many

Community Associations are active, alert and working. The Association has started and now has on a fairly sound basis, an official organ going to each member once a month. Thru the work of the Association assessed valuations were slightly increased last spring thruout the State, and materially increased where the teachers were really active in creating sentiment for it. The symptoms of weakness have shown themselves in the failure of teachers to meet and plan regular consistent work in their Community Associations, in a few cases of paralyzing fright at local opposition to increase in assessed valuations and in personal indifference. With the greatest program for the children of the State ever attempted the Missouri teachers have a work that will challenge the best energy of every teacher. The person who maliciously hinders or carelessly fails to help in putting over this program will be eminently worthy of the everlasting contempt and detestation of the Association.

THE Executive Committee recently added to the Legislative Committee many members designated as auxiliary members of the Legislative Committee. Among these were the chairmen of the various Community Associations over the State. It will be the duty of these members to keep in close touch with the progress of legislation and to do what lies in their power to further it. Individual teachers will encourage these chairmen by letting them know in an effective way that they are ready to serve the cause in any

way possible. Let your chairman know that you are willing to work. He needs your help. The Association needs your help. You and each member need the help of all. A united front means success, better salaries, better working conditions and fundamentally better service for the boys and girls of Missouri.

WILL the legislative program meet with opposition? Certainly it will, though there has been so much said about those who have pledged their support to it that some may be surprised when they discover that there is any opposed and again surprised when they discover the source of the opposition. One must expect opposition to any

Leopard Spots measure so nearly revolutionary as the county unit bill. A change that disturbs old habits is always opposed; that's the reason that churches grow so slowly, that prohibition is so unpopular (with certain people), that woman's suffrage is regarded by some as the acme of blunders. To be stopped by opposition is to become eternally dead. Only the dead are unopposed. If the teachers of Missouri had sat down and waited for the butcher and the baker and the candlestick maker to favor a progressive measure before trying to push it we would be without normal schools, county superintendents, consolidated districts, free text books, teacher training courses, vocational training, and practically everything else that has helped to move education forward in the last half century. Ask farmers who oppose this if *they* were the ones that started the agitation for any of these measures. They know they were not. Look around you in your own ranks for those who have been obstructionist and objectors to the progress of the past and you will most likely find that they are the ones (if there are any)

who are trying now to throw a rock into the machinery. Verily, the leopard cannot change his spots.

THE goat is not a very important factor in the industrial affairs of Missouri. The billy goat is a very small item in this very small industry and the lonesome barnyard 'billy' that struts around as if he owned and controlled the whole estate is almost insignificant **Billy Goats** except as a joke and as a type of certain human beings who so closely resemble him in that their chief activity is "butting" and their dominant characteristic, stinking. This human Billy Goat says, "I am in favor of this reform as much as any one, *but* I won't help bring it about unless you do it my way." "Yes this is a good thing, *but* it can't be done." "Such and such is a good *plan*, *but* I don't like some of the men who are trying to do it." And so he 'buts' and stinks. When folks shun him he imagines it's because they are afraid he will smell them. He officiously 'buts' everything that comes along, erects his tail, exhibits his pride and stinks. There are those who imagine that his odour drives away the glanders, distemper, black leg and murrain. All acknowledge his usefulness as a joke. Let us smile at him occasionally and pass on. He will continue to be a success, as a joke.

State Superintendent Sam A. Baker has issued his preliminary announcement of the premium list of the Educational Exhibit to be shown in Sedalia at the State Fair 1921. This is the best list ever offered both in **The State Fair Exhibit** point of liberality of premiums and in the range of material eligible. The schools of the State should not overlook this opportunity to popularize themselves with the people of the State which is but another way of say-

ing this opportunity to educate the public to know and appreciate the great work that the schools are doing and to elicit a more liberal support of them. Now is the time to make preparations for the exhibit. With all of the teachers entering heartily into the work now, the schools should have an exhibit that will not only be the most attractive feature of the Fair but that will impress upon the officials of the Institution the necessity for an educational building for the exclusive use of the schools of the State. If you have not received a copy of this list send at once to Supt. Baker for it and then begin working on your exhibit. There are \$1655 offered in premiums but the great value comes from the effort that the exhibit stimulates. You will win even though you do not receive a prize.

One of the most difficult situations that presents itself to the Revenue Board is that of equalization of the different classes of property. Under our present constitution

Difficulties of Equalizing Taxes seems to me, is more difficult than that in most States. In Missouri, we simply have the average of the acres of farms lands and the average value of the town lots in the different counties. For example, take the average value as is turned in by the assessor for farm lands:

In Howard County \$17.00 per acre
In Harrison County \$74.00 per acre
In Worth County \$13.00 per acre

Adding a per cent to each of the estimates would accentuate the inequalities rather than equalize them. Again the average of town lots in Jackson County including all the towns within the boundaries of said county, is \$1308.00 and must be equalized with all the town lots in St. Louis county which averages \$562, and with all the town lots in Howell County which

average by the assessors' figures is \$92.00.

If 114 men gave an estimate of the same object, the discrepancy would be great. Take 114 different men giving their ideas of 114 different objects and the result is chaos. Another interesting example is the assessed valuation of Jacks and Jennets. The valuation as placed from assessors varies from \$325 per head in Atchison County to \$39.00 in Pettis. Sheep are valued at \$14.00 per head in McDonald County; \$3.89 in Clay County and \$6.47 in Jackson.

It would seem to me a splendid idea if the schools could procure the map which has been compiled by the Tax Commission for the purpose of showing those interested, the true condition of the tax situation of Missouri as distinguished from the theory.

R. V. WILLIAMS, Chairman
State Tax Commission.

The Fifty-first General Assembly will have some very important matters to consider. There has been a great deal of discussion throughout the State regarding the schools of Missouri. The State Superintendent realizing the importance of all this discussion has sent to every member of the General Assembly

Why Not Use The Income Tax To Supplement The School Fund? his program of legislation. Among the matters to be considered is that of raising the standard

for holders of third grade certificates, having all papers of applicants graded by the State Department of Education, the physical education bill, and the larger unit. The larger unit or county unit will in a sense revolutionize the school system of the state and will be the entering wedge for a number of reforms that must be instituted in the schools. A great deal of interest is manifested everywhere.

The classification of rural schools by the

State Department has brought out the very best efforts on the part of the patrons of the rural schools. Salaries have been increased, both in the towns and the rural communities. The new directory will show that in a number of counties the lowest salary now paid to teachers is \$70 or \$75 per month. The fact remains, however, that we cannot make permanent reforms in the schools of the state until there is larger revenue.

The people of the state for the past two years have been paying an income tax. There has been some discussion about the repeal of the income tax or making a material reduction in it. It occurs to me that this law should not be repealed but should be amended so that the schools of the state could receive this money. Surely the people whose incomes are sufficient to cause them to pay an income tax would not object to paying this tax when the money would be used for the development of the schools and primarily for the benefit of the boys and girls in this State. I would have this law so amended that the money derived from the income tax would constitute a special school fund to be distributed among the schools of the state on the basis of so much per pupil.

SAM A. BAKER, State Supt. of Schools.

In the past, because the woman teacher had no political responsibility, she felt little or no interest and her influence was frequently best indicated by a cipher. When some of us showed a tendency to become interested in public affairs we were warned against it as unwise and liable to interfere with one's job. She who has no opinions cannot disagree with anyone, much less the powers that be. This attitude has had such complete possession of us that we have generally been quite unconscious of any responsibility for

public opinion. We have lived in the small world of a classroom and have been content to keep that as near perfection as possible without thought of the bigger world beyond. Generally the big world forgot us too, but with martyr-like submission we have done the best we could under adverse conditions, hoping for a day when the public would awake.

Now all is changed and we find ourselves suddenly thrust into the arena with the citizens chief weapon, the ballot. Small wonder if some of us do not at once appreciate all its power or value. This new found weapon comes at a critical time in the educational progress of the state. A year ago when the campaign for better schools was definitely launched at St. Louis it was the men's voices that shouted "absolutely" to the challenge to support the associations program at the polls as well as elsewhere, and the women were relied upon chiefly for "influence" and field work. Now that—*influence* represents ballots and should count for much. Being new in the political field and still under the spell of the old traditional attitude we may be timid, awkward, indifferent or aggressive according to our various natures but we should all be in earnest and intelligently active.

For a year the Legislative Committee has been at work upon the measures to be presented to the State Legislature and we have approved their work by our votes through the Community Associations, and again through our delegates in the State Convention. There yet remains one task to bring success in the final test on the floor of the Legislature, i. e., to make public opinion so strong "back home" that each Legislator will have no doubt as to what he must do to please the people to whom he is responsible.

In creating this public sentiment the woman teacher has great influence with the woman voter and it should be used to

The Woman Teacher's Political Influence

bring about a right attitude toward progressive measures. Every teacher needs first to know for herself the strong arguments for and against such measures as the County Unit Bill, the Physical Education bill, the Minimum Wage Law, the raising of standards of certificates and other measures of the Association's legislative program. Next she should see to it that all her neighbors are intelligent in their appreciation of these bills. In general, it is safe to trust an American community to vote right when they really understand the issues. The teacher's duty therefore is clear.

If public sentiment is strongly in the

right side at home there will not be much danger of the legislator's going wrong. The trouble comes through lack of effort among the many who let things drift. The opposing minority is always vigorously active. When the great majority who really want things to go right work as hard as the small minority of grafters who want to get something for themselves—the grafters will be hopelessly beaten.

We are face to face with a great issue and a great opportunity. The weight of woman's influence may be able to turn the scale. *Are we ready? Will we serve?*

ELLA VICTORIA DOBBS,

Member Ex. Com. M. S. T. A.

A Better Rural School System for Missouri

Address Delivered By H. J. WATERS, Missouri State Teachers' Association, Kansas City, November 13, 1920.

The rural school is our greatest laggard in educational progress. It lacks organization, properly trained teachers, and adequate supervision and support.

You know better than I that most of the progress in education in the last third of a century the country over has been in city and town schools, and I need not tell you that this situation has already had its effect on country life and that it has helped to depopulate the country and build up the town.

Missouri should now be at the beginning of an era of country school building that will even eclipse the splendid record she has made with her city schools. In making the new constitution Missouri is soon to have, for which thanks are due in no small measure to the activity of the teachers of the state, ably led by this association, we ought to see that every legal barrier to real and rapid progress in this direction is removed and that the constitution grants to the people in the open country and everywhere the right to tax themselves to

the limit of their desires in providing adequate education for their children. We soon shall lose our time honored alibi, an outworn constitution. Henceforth any deficiencies in our school system anywhere must be because of a lack of interest and desire rather than of opportunity and power.

We must realize from the outset that good schools cost much money and cost essentially the same in the country as in the town and city and that the burden will bear heavily upon the country people if we ever hope to equalize the educational opportunities of country and town.

The county unit system of taxation for school purposes, a county school board for rural schools comparable with the board of education of a city, county administration supplemented by local administration, are necessary improvements that we can make immediately. Then we must recognize that the one room school has outlived its usefulness. We ought to see that except in unusual circumstances no more such

schools are built and that those now in existence give way speedily to a unit large enough to develop real school spirit.

A consolidated rural school is needed that is graded and supervised, a school where music, domestic science and art, agriculture, physical culture, and manual training are taught as well as the regular school subjects. We want a country school with an orchestra, a band, a basket ball team, stock judging, baking and canning teams to compete with teams from similar schools. Then we should build standard high schools easily accessible to every country boy and girl in Missouri, so convenient, indeed, that every high school student may sleep under the parental roof at night without having to endure undue hardships in getting to and from school.

The farm population is so sparse and the wealth in the country so thinly spread out that it has been assumed that the farmer alone cannot build and support such schools as these. This has led many to insist upon a recognition of the principle that the adequate and proper education of the children on the farm is a part of the responsibility of the state and nation as well as of the local community, and to demand the taxation of all the people to supplement the meager support now given the country schools.

Such a system has its dangers. It is making objects of charity of country people, and this in the end impoverishes, rather than enriches, their lives. It is a confession that opportunity in the country is not such as to enable those who live there to provide a decent education for their children and young men and women of discernment will be quick to run away from such a situation.

It is for this reason as well as because it is a fair distribution of tax burdens that I urge the necessity of having the farmer assume obligations for the education of his children that are as great in proportion to

his earnings as are the burdens assumed by the city people for the education of their children. When this is done, and the money is wisely expended, our rural schools will be vastly improved over what they now are. State and federal funds will serve their largest purpose when used for stimulating local effort and in helping out weak districts.

While it is true that good roads and good country schools go together and that finally the complete consolidation of country schools depends for its success upon a system of good roads, yet we must not wait with the school movement until the road movement is complete. If we do, we shall halt progress and probably postpone the realization of our desires beyond a time in which we personally will have an interest. The school program is of more importance and is more nearly within our power to put over speedily than is the road program, and certainly it is more feasible than attempting to put both of these programs over together. Then a system of consolidated country schools and a rural high school in every community will furnish the strongest incentive possible to the building of better roads.

We often hear it suggested that rural schools should be different from the graded schools of the city and that their course of study should be directly related to the life the child in the country is to lead. Whenever this principle is applied to all the other schools in the nation there will be plenty of time to think of its application to the rural school. No one knows or has a right to attempt to forecast what a country child will do when it grows up any more than we ought to pretend to know what vocation a city child will follow. To employ the public schools in an attempt to bend the life of country children or any other group of a children in the direction of any particular vocation or career is unthinkable. It was to pre-

vent this kind of government in general from being saddled upon us and the rest of the world that the soil of France was enriched with the bodies of our boys.

While the rural school curriculum may need to be somewhat reorganized, we must keep clearly in mind that when country and city children meet in high school or college there must be no inequality in opportunity of choice of course and no difference in the thoroughness with which they have been prepared to carry higher work. And the larger groups which will never go beyond the elementary grades, when they meet from the country and town to transact business or to discharge their duties, as members of a great democracy, there must be no advantage which one has over the other by reason of a better education obtained in the public schools of the land.

With this conception of our school system in mind, I cannot see how the rural school should be very different from the town school in its object, scope or excellence.

The school we want and need and ought to demand for rural children is the best that centuries of experience in education have taught us to make and while it ought not to be any better than the course for the city children, it ought to be as good and essentially the same. We must protect the country child and all other children in their right to choose a career unhampered, and we must make the school an instrument for substantially helping them in making a wise choice and for fitting them as best it may for the successful

living of that life.

We need a rural school system of which country people can be justly proud. We want to give our children school days upon which they may look back with pleasure and satisfaction instead of with regret and resentment at having been cheated at a time when their minds were too immature to detect fraud and when they were powerless to protest.

We need a school in the country in which the truth is taught about country life, where the children are told of its beauties and profits as well as of its sweats and toil, where country children are taught to think well of themselves and of the industry in which their parents are engaged, where they are taught how to create in the country many of the advantages they now go to the city to enjoy. We need a rural school in which is taught the fundamental injustice of it being necessary for farm women and children to work long hours in order to supplement the income of the head of the family who himself works industriously, while in town the right is recognized of the head of the family to make a living for all the family by the head of that family laboring a few hours a day. General and unrestrained child labor ought not to be any more necessary on the farm than in the factory. I am not pleading for enforced idleness of country women and children, but I am insisting that the farmer have the opportunity to earn enough to support and educate his family without exploiting his soil, his wife, and his children.

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By Savings Division of Eighth and Tenth Federal Reserve Districts.

Note. These lessons are prepared by the educational department of the Savings Divisions of the 8th and 10th Federal Reserve Districts. Correspondence is invited and should be addressed to C. A. Middough, Savings Division, Federal Reserve Bank, Kansas City, Missouri, by those in the 10th District, and to D. W. Clayton, Savings Division, 415 Locust Street, St. Louis, Missouri, by those working in the 8th District.

Lesson XVII.

Week of January 10th

INVESTMENT (Continued)

AIM: To study the marvels of compound interest.

Procedure.

I. Facts about interest.

- (1) It is the second income.
- (2) It is the price paid for the use of money.
- (3) It accumulates all the time.

II. Have pupils obtain from bank compound interest tables, and with these answer the following questions:

(1) If a student saves \$1.00 a week from the time he is 15 years old and invests at 3% compound interest, how much will he have when he is 60 years old?

(2) If a man has saved \$500 by the time he is 25 and invests this amount at 4% compound interest how much will he have when he is sixty-five?

(3) Work out additional problems showing the marvels of interest.

III. Striking interest observations.

(1) At 4% money doubles in $17\frac{1}{2}$ years, is multiplied by four in 35 years, and is multiplied by eight in 52 years—thus, when a young person wastes \$1.00, he is wasting actually \$8.00 that belongs to his old age.

(2) \$1000 invested at 4% for a baby will amount to \$8000 when that individual is 52 years old.

(3) If one of the pilgrim fathers had placed to the credit of a baby born in 1921, \$100 at 4%, that baby would inherit this year \$13,000,000.

IV. The secret in accumulating money by interest is in reinvesting it. This is done simply by reinvesting the interest. For instance, the interest from Liberty Bonds can be compounded by reinvesting in Savings Stamps.

Lesson XVIII.

Week of January 17th

INVESTMENT (Continued)

Aim: To show the interest value of money.

Procedure.

I. Have student understand clearly that money must be paid for the use of money.

II. Have student get information on the interest rate in the locality.

III. Show that when one borrows \$1000 he must pay \$70 a year for the privilege of using it. (at 7%)

IV. When one spends \$100, he not only spends the \$100 but also \$7 a year, as long as he lives, because \$7 is the interest he could secure from his principal of \$100.

V. Show that it actually costs \$42 a year for a person to wear a \$600 diamond ring, because the money could be invested in such a way as to yield that amount.

VI. A man in business or a farmer must deduct a reasonable rate of interest on his investment in figuring his net earnings, as he could secure interest even if he were not in business.

VII. Show that when \$7 is spent, the earning power of \$100 for one year is spent.

VIII. Show that an individual can raise his salary automatically or if he saves \$600 this year, next year his income will be his salary plus the interest on \$600 or \$642.

Conclusion. With these ideas as to the true value and earning power of money firmly established, the student will readily see the necessity of discrimination in spending.

Lesson XIX.

Week of January 24th.

INVESTMENT (Continued)

AIM: To show how one may "grow" money somewhat in the same way that corn is grown.

Procedure.

I. Money invested safely now will grow into surprising amounts in a few years if the interest is reinvested regularly.

(1) At 4% money will double in seventeen and one-half years; at 6% in ten and one-half years; at 8% in nine years. (Have pupils test the correctness of these statements).

(2) Then \$10.00 invested now is equivalent to \$20.00 in nine years; \$40.00 in eighteen years; \$80.00 in twenty-seven years; \$160.00

in thirty-six years, and so on, counting interest at 8%. (Have pupils show what the growth would be at the other rates mentioned under "1").

II. Then it follows that wasting money now is really depriving one of the use of much larger amounts in the future. Ten dollars wasted now really deprives one of the use of \$20.00 in nine years, and so on, since it doubles every nine years.

Conclusion. Dollars may be "grown" by investing them safely, and by constantly re-investing the income from them. Money wasted now would mean wasting a larger amount in the future.

Lesson XX.

Week of January 31st.

INVESTMENT (Continued)

Aim: To consider an education as an investment.

Procedure.

I. Education pays in money.

(1) Class—Uneducated, average earning per year, \$500; total for 40 years, \$20,000.

Class—High School Graduate, average earning per year, \$1000; total for 40 years, \$40,000.

This education requires 12 years of school, of 180 days each, totaling 2160 days in school.

Each day at school therefore adds \$9.03 to the life income of the high school graduate.

II. Education in terms of distinction and service: With no schooling, of 150,000 people, only one attains distinction. With elementary schooling, of the same number, 4 attain distinction; with high school education, 87 attain distinction. Thus, the individual with no schooling has one chance in 150,000 of distinguished service. With elementary schooling, he has 4 times, and with high school training, he has 87 times that chance.

III. Education in terms of production. Massachusetts gave her citizens 7 years schooling and they produced per capita, \$260 a year. United States gave her citizens 4.4 years schooling and they produced per capita, \$170 a year. Tennessee gave her citizens three years schooling and they produced, per capita \$116 a year.

IV. However, finishing school does not automatically place one in a position of larger earning at once. If he decides early upon the things he wants to do and works toward that end, his education becomes more valuable. The problem is to find one's self.

Conclusion. The obvious conclusion is that, one who finishes school has a greater chance of success than one who does not.

Teaching Citizenship in the Excelsior Springs Schools

By G. W. DIEMER, Superintendent of Schools, Excelsior Springs, Missouri.

Missouri's centennial year should be a psychologic time to arouse interest in history. The teaching of citizenship is probably the most practical phase of history teaching. Knowing that Supt. George D. Diemer has been very successful in securing practical instruction, I asked him to write an article for the Centennial Department of the School and Community.

C. H. McClure.

The writer conceives the teaching of Good Citizenship to be the chief function of the public school. The school may lead the child to a mastery of all of the tools of learning; it may make of him a scholar who is conversant with all of the arts and sciences of the age; it may even go farther—it may so train and develop his physical and intellectual powers that he may be able to accumulate wealth in some vocation of his choosing—and yet, if the product of

the school is simply a cold, highly efficient human machine, with only selfish aims and achievements, the school has failed dismally in its purpose. In fact, it has worse than failed, for the highly trained Bad or Indifferent Citizen is much worse than the Ignorant Citizen. In other words, my proposition is two-fold:

First, the function of the school is to train for Citizenship in the broad sense of the term.

Second, that just in proportion as we increase the amount of educational opportunity for the child, so much more essential is it that the child be trained to use these developed powers and abilities in service to his fellow man.

It is, therefore, my belief that a definite program for teaching Citizenship should be the most important part of every school program. It was to this end that the resolution on the Teaching of Citizenship was drafted and adopted by the State Teachers' Association at its last meeting. Without going further as to generalities, the writer in the remainder of this article desires to outline the program which he has been gradually evolving at Excelsior Springs during the past six years. The plan is by no means complete or perfect, nor is it in most of its details any different from that being attempted in many of the schools of the State.

In the first place, we have had in mind in our scheme of Citizenship Teaching the following aims and purposes:

1. To instill in the child right attitudes and ideals.
2. To encourage right living—physically, mentally, morally, spiritually.
3. To make the child an intelligent informed citizen.
4. To make of the child an independent, and a Right Thinking individual.
5. To give the child such practice as is possible in the performing of Citizenship duties.

The most important part of the work which we are doing to accomplish these aims is in our Junior High School, and, therefore, chief attention will be given in this article to the Citizenship course in our Junior High School. Before taking this up, however, I desire to call brief attention to the chief phases of our Citizenship work in the elementary schools, grades 1 to 6 inclusive. Among these phases are the following:

1. Reverent attitude toward the country and its institutions. Inculcated through the flying of the Flag daily; the giving of flag salutes frequently and on all special occasions; the giving of the National Oath of Allegiance; the singing of the national songs, and the teaching of the right attitude when the Star Spangled Banner is being played or sung.
2. Instilling right ideals through devotionals; talks along ethical lines; patriotic or civic reading; observance of special days. In this last connection, I might, state that we observe some fifteen or sixteen special days, including the following: Oct. 7, Riley Day; Oct. 12, Discovery of America; Nov. 3, Bryant Day; Nov. 4, Eugene Field Day; Nov. 11, Armistice Day; Thanksgiving; Dec. 17, Whittier Day; Christmas; Feb. 12, Lincoln Day; Feb. 22, Washington Day; Arbor Day; etc.
3. Right living is of course encouraged through the inculcating of right ideals. Further than this the effort is made to lead to the formation of correct habits of health, politeness, industry, helpfulness, charity, etc., through insisting on and encouraging practice of these things. The Modern Health Crusade has been a valuable help in efforts to form health habits.
4. To make the child in the elementary school an informed, and a right thinking individual, in addition to the above means, the course of study provides for the use of extensive geography and history material, beginning with simple history stories, told chiefly by the teacher in grades one and two; home geography in the third grade; history story books read by the children, seven books being read by the pupils in the four grades, four to six inclusive, in addition to much miscellaneous reading; extensive use of geographic readers, some seven or eight different books being read and studied; through the regular geography course in grades four, five and six. Emphasis is placed on locational geography just in so far as the location is essential to an understanding of our relations and interdependence as a community, state or nation on places and peoples elsewhere. In our history work we follow, in the main, the recommendations of the Committee of Eight. (Continued on page 26)



Department of Child Hygiene and School and Home Sanitation

Conducted by the
Missouri Tuberculosis Association
W. McN. Miller, M. D., Editor



Public Health Notes

From the American Journal of Public Health.

Untilled Fields of Public Health

In an address before the Section on Physiology and Experimental Medicine, of the American Association for the Advancement of Science, Professor C. E. A. Winslow, summarized the great accomplishments in public health, and the probably advance to be attempted in the future. Much has been accomplished through the sanitation of the environment. Typhoid fever has been greatly diminished. Cholera is almost non-existent in this country. Malaria, yellow fever, plague, typhus fever and smallpox can be adequately controlled through known methods. The discovery of many of the causative agents of disease, and the development of antitoxic sera and vaccines have materially aided in overcoming disease. Infant mortality has been greatly reduced. There remain alone, such causes of death as heart disease, tuberculosis, pneumonia, Bright's disease, cancer and other diseases which are dependent on the personal conduct of the individual life which have not yet been adequately controlled. The control of these diseases depends primarily on good personal hygiene. Through the greater spread of school medical inspection, school nursing, medical inspection and aid in industry, and the elevation of the standards of living for thousands of families, much has already been done to combat disease. The

organization for adequate public health protection has, however, not yet been realized. The time is coming when the protection of the public health will be as amply supported as public education, and when health centers will be as numerous and as adequately equipped and supported as school houses are in our communities today. In order to meet this growing demand for properly qualified health workers, all persons intending to pursue public health lines should be adequately trained.

—SCIENCE.

Teaching Health in the Schools

The period of childhood is undoubtedly the best period in life in which to teach the principles of healthy living. It is necessary, however, to arouse the interest of children in healthy living in order to enable them to form good habits relating to health. Since children like to wear badges and belong to clubs, it has been possible to arouse their interest in good health through the organization of health leagues, and the Modern Health Crusade movement. Group competition based upon weight and height, should be employed to stimulate interest. Health pictures and posters should be employed. Mothers should be kept regularly informed regarding the health progress of their children. The teaching of health should be a part of the regular curriculum and should not be

confused with physiology or physical training. Medical inspection and school nursing should be extensively introduced. The medical examination should be thorough and regular, and should determine the facts regarding the nutrition of the children, as well as the ordinary physical defects. The child should receive a thorough medical examination at least once a year.—L. Emmett Holt, M.D. AMERICAN CITY.

Needs in Fighting Tuberculosis

The tuberculosis worker who confines his interest and attention to the tubercle bacillus, its habitats and its habits, and particular measures directed against it and its effects and whose eyes are closed to all the non-specific factors, the inefficient teeth and the throats of children, the faulty habits and environment of the human being, the excesses of ordinary existence, whether they be excesses of labor, of play or of the passions, is not serving his cause well. He has failed to grasp the location and nature of the enemy's stronghold.

We shall get the grip on tuberculosis when we create a universal and correct public sentiment concerning it; then, and no sooner. To exhibit pictures of bacteria and cross-sections of the human torso and columns of figures to the dweller of the tenement whose belly cries for food and whose eyes are heavy with smoke and dirt, is brainless business, busy though we may seem to be. To show this man how his surroundings may approximate yours and to prove to him that you are working with him to make them so is making progress.

Our organizations must be enlarged ten and a hundred fold, and in every hamlet the preacher of public health must be as familiar and active a figure as the school teacher. We must enlist every newspaper syndicate in our cause and have them day in and day out lay the facts of the disease and its prevention before their readers.

I would repeat that tuberculosis, when associated with the matter of a program

against it, cannot be considered apart from the society in which it exists. And its real conquest must originate in the demands of the whole people that it be done away with; and these demands will never be made until everyone appreciates the situation.—A. K. Krause, AMER. REV. OF TUBERCULOSIS.

Health Instruction in the Schools of the U. S.

Fifty-eight per cent of the teachers of the United States are trying to teach their pupils to care for their health, according to statistics recently prepared by the Bureau of Education. Thirty-two per cent of the schools use textbooks or some sort of classroom instruction in health matters; 15% use the Modern Health Crusade of the National Tuberculosis Association, and 19% weigh and measure the children according to the plans suggested by the Bureau of Education and the Child Health Organization of America. In other words, 15.6% of the 760,563 children in the schools reporting were weighed and measured at some time or times during the year. One and nine-tenths per cent of these same schools have medical inspection, and only 29 schools, less than 1% have nutritional clinics and feeding.

Utah stands at the head of the list of states in this respect with 72% of her schools using scales; 81% of the children are weighed. Iowa is second with 54% of the schools weighing 51% of the children. Minnesota is third with 31% of her schools weighing 46% of the children. Other states in their order are Indiana, California, Pennsylvania, Illinois and New York.

At the foot of the list is Oklahoma, with only 4% of the schools weighing 0.4% of the children, and Texas with 5% of the schools weighing 1.2% of the children. Ohio is third from the foot with 2%, while Nebraska, West Virginia, Virginia, Mississippi, Michigan and Alabama are not much better. SCHOOL LIFE, U. S. Bureau of Education.

The National Union of Teachers of England

By C. H. WILLIAMS

The National Union of Teachers of England and Wales is an organization which should be of interest to every member of the Missouri State Teachers' Association, both because of the numerous things it has accomplished for the teachers of those countries and because of the great similarity existing between the constitution governing that body of teachers and the constitution of our own state organization.

The National Union was founded in 1870. The original constitution was very different from the present one in many respects; but the present form unchanged in essential features has been in operation for a number of years.

The National Union is not, as the name would seem to imply, a trade union in any form, nor is it directly affiliated with the labor organizations of Great Britain, although it co-operates closely with them. On the contrary, it is very similar both in aims and organization to the teachers' associations of the United States. To be sure, it must be admitted that it is more closely organized and possesses far more power than the majority of such organizations in our own country. Membership is voluntary so far as the individual is concerned, but any teacher of England or Wales properly certificated and employed in the elementary, secondary, technical, or training schools, or in the universities is entitled to join, unless excluded for unprofessional conduct. Teachers holding administrative positions are included. A large majority of the public school teachers of England and Wales are members, the total membership this year being about one hundred fifteen thousand.

As a result of this strong form of organization, the teachers of England, who

some years ago were miserably paid, have received large increases in salaries, although in many communities much is yet to be desired in that connection. Moreover, due to the efforts of the teachers, a splendid pension law was passed by Parliament in 1918. In accordance with this law, teachers in the public schools who have become incapacitated while in service can retire with the full assurance that they will be cared for financially. It would be too long to attempt to explain the details of this measure. Suffice it to say that teachers may retire at the age of sixty on a pension from the government which in most cases amounts annually to one-half or the yearly salary actually received at the time of retirement, plus the payment of a lump sum at the time of retirement which in many cases amounts to the full salary for one and one-half years. Pensions are also provided in case of break-down while in service, and death gratuities are granted to relatives or dependents of teachers dying before pensionable age or soon after pensionable age. These pensions and gratuities are absolute and are not dependent on any contribution by the teachers. In no other country of the world, so far as I know, is there any system of pensions for teachers nearly as good as this.

In a very interesting summary the National Union sets forth some of the things which close organization has secured for the teachers. The following are a few of the things mentioned: The Pension Act of 1918; freedom by act of Parliament to serve on local education boards or committees; right of appeal against unjustifiable dismissals; freedom from excessive extraneous tasks; greater facilities for completing university degrees by teachers; the reduction of excessive and unnecessary

statistical returns; the abolition of the former absolute power of the inspector over the teachers' certificate; the abolition of secret reports by inspectors; the reduction of the number of non-certificated teachers; the reduction of the number of pupils in charge of one teacher; large increases of salary, owing to public statements of their inadequacy. Among aims of the teachers yet to be realized are mentioned the following: The firm establishment of a complete system of national education *with full possibilities for every one* in day and evening schools, colleges and universities; greater aid from the imperial exchequer for local rates; stricter enforcement of attendance laws; the establishment throughout the country of Junior Employment Registries to give advice and assistance to parents in the matter of employment of children between the ages of fourteen and eighteen years; the gradual improvement of standards of qualifications of teachers.

In conclusion, I wish to call the attention of the teachers of Missouri to the great necessity of giving their most loyal support to our state association. Our one hope is co-operation. The splendid success attained by the English organization shows that we, too, can accomplish our aims if we only set about it in the right spirit. The teachers of England are in no

way more efficient or more capable than are the teachers of America; neither is their organization fundamentally any better than that of our Missouri Association. Indeed, there are a number of things about the English organization which in minor respects do not agree with the spirit of our own institutions. There are many things which I would not wish to copy. However, owing to the fact that a strong type of organization was adopted a number of years ago and has been steadily adhered to, the National Union has been highly successful. On the whole, a remarkable similarity exists between the aims, the purposes, and the working spirit of that organization and the ideals of our own Missouri organization. The noteworthy progress made during the past year by the Missouri State Teachers' Association shows that the teachers of our state are entirely capable of securing needed reform in salaries, in school practices, in school equipment, and in school legislation, and that they have set about the matter in dead earnest. I believe I am fully justified in saying that although possessing far wider experience, and a far larger membership, the National Union of Teachers of England and Wales never made more progress in one year than have the teachers of Missouri in the last twelve months. I have full confidence that that progress will continue.

Report of the Committee on Professional Standards and Ethics

Adopted by the Assembly of Delegates at Kansas City, Nov. 12, 1920.

The Committee on Professional Standards and Ethics of the Missouri State Teachers Association fully appreciates its responsibility in defining the obligations of the members of the profession. We realize that the whole force of our organization will stand or fall upon the observance or

non-observance of certain fundamental principles of professional conduct. We feel that a consciousness of the fact that there rests upon us, as a group, obligations toward the community and toward each other, must be aroused. As members of the Association we must pledge ourselves

to meet these obligations.

1. We believe that all engaged in the work should regard teaching as a profession and a career.

2. We insist that others shall regard teaching as a profession and a career and shall secure for us remuneration in keeping with our professional standing and with the service rendered the State.

3. Our work and our conduct as teachers shall at all times give evidence of increased technical knowledge and professional skill, of scholarship, culture, and high moral purpose.

4. We regard teachers as civil servants whose foremost duty is the promotion of the welfare of the State.

5. We express our willingness to co-operate with all groups of citizens for the promotion of the public good.

6. We consider contracts binding upon teacher and school board alike and one party may not be released from its obligations without the consent of the other contracting party.

7. We hold that it is unprofessional for a teacher to sign a yearly contract to teach for less than a living wage. No teacher should accept a position at a salary lower than the minimum recommended by the Committee on Salaries of our State Association.

ciation.

8. No teacher should underbid another teacher in order to secure a position. No teacher should apply for a position in which no vacancy exists.

9. It is unprofessional for a teacher to resign during the period for which engaged. He may rightly ask to be released, by giving notice of not less than two weeks, but must in case of refusal abide by his contract.

10. We recommend that special certificates granted by County Superintendents and the State Department should be issued only upon thorough examination, in order that a high professional standard for teachers be maintained.

11. We believe that membership in the state and District Associations and active participation in the work of the Community organizations will encourage professional growth and loyalty and will promote co-operation and unselfish service. We believe that no progressive teacher can afford to forfeit his membership in organizations that make for unity of purpose and tend toward professional solidarity.

Respectfully submitted,

JOHN B. BOYD

MRS. ARLA B. WILLIAMS

T. C. GECKS, Chairman.

The A B C's of the County Unit Bill

QUESTIONS AND ANSWERS

1. Q. What is the object or aim of this bill?

A. The aim of the bill is to guarantee, in so far as is possible, the right of every child in this state to a good common school and high school education.

2. Q. How is this to be done?

A. By correcting the fundamental weaknesses inherent in the present district system of school administration.

3. Q. Can these weaknesses be corrected?

A. Yes. No business man would for a minute doubt the possibility of their correction.

4. Q. What are these weaknesses?

A. They are poor organization, inadequate financial support, and inefficient administration.

5. Q. What evidences have we that the organization is poor?

A. There are many evidences of poor organizations, among them the fol-

lowing:

1. There are 1,031 districts in the state with fewer than 20 pupils; there are 1,012 districts that have an average daily attendance of less than 10; and 2,947 districts with an average daily attendance of less than 15. We have 25% more teachers in the rural schools than we need. This means a loss of more than one million dollars (\$1,000,000) a year in teachers' salaries alone.
2. Thirty-eight (38) districts in the state have an assessed valuation of less than \$12,000. 1,200 districts an assessed valuation of less than \$30,000. While many districts have an assessed valuation in excess of \$100,000.
3. More than 1,000 schools have six months term or less. 143 schools have less than four months.
4. Seventeen districts in the state make no tax levy for school purposes, 59 districts levy twenty cents, while 5,268 districts pay sixty-five cents or more.

It is almost a universal truth that the wealthy district pays the low rate of taxation and has the better schools, while the weak district pays the high rate of taxation and has the poor schools. The County Unit Bill will remove this for its fundamental thesis is "*Tax all the wealth of the county equally for the education of all the children of the county.*"

5. Only a small number of the pupils in the rural district have any high school advantages.
6. Q. Are the rural districts able to af-

ford high schools?

- A. Yes. In most counties the average assessed valuation per child enumerated is greater in the rural districts than it is in the cities.
7. Q. How may these weaknesses be corrected?
- A. Three things are necessary. 1. We must equalize educational opportunity throughout the county. We must tax all the wealth of the county for the education of all the children within the county. A tax levy on the entire county will give you much more revenue for the reason that under the existing conditions it is the little weak district that pays the high tax rate and the large, wealthy district that pays the low rate. A large part of the wealth in the rural district pays a very nominal school tax. 2. Redistrict the county on the basis of the actual needs of the children and with a view to giving all of them an eight months common school and a four year high school. Under the proposed plan each sub-district would contain one high school and as many one room schools as needed and placed where needed. 3. A county board of education elected from the county at large and given wide powers and trusted with the complete administration of the school affairs of the county. This would include the following: (a) the selection of a county superintendent and fixing his salary (b) the election on the recommendation of the sub-district board and county superintendent of all teachers (c) the authority to redistrict the entire county as in 2 above.
8. Q. Is the county unit for school administration a new thing?
- A. No. It is not a new thing in school

administration. Twenty states now have the county unit system in some form and legislation is pending in others.

9. Q. What provision is made for equalizing educational opportunity among the counties?

A. By a system of state aid to counties instead of aid to individual districts as at present. Under the provisions of this bill, it will be possible for any county in the state to spend not less than \$35 per child for each child in actual daily attendance.

10. Q. What are some of the advantages of the proposed County Unit system?

A. There are many advantages. Advantages to the school children, to the teacher, to the tax payers, and to the county superintendent.

11. Q. What are the advantages to the children?

- A. 1. It means better teachers.
2. It means more and better supervision of these teachers.
3. Teachers will be placed where they can work to the best advantage.
4. Means better school buildings.
5. Means better libraries and better equipment.
6. It means free high schools for all pupils in the rural districts.
7. It means the introduction of vocational agriculture and home economics in rural high schools.
8. It gives opportunity to attend the most convenient schools.
9. It guarantees to all boys and girls equal educational opportunity.
10. It makes the rural high school the social center of the community.

Q. What are the advantages to teachers?

- A. 1. More helpful supervision.
2. Better libraries and better equipment.
3. Better school buildings.
4. Promotion based on merit and service.
5. Greater permanency of tenure.
6. A standard school year in every district

Q. What are the advantages to the tax payers?

- A. 1. An economical and efficient administration of school revenues.
2. More efficient schools, better teachers, and an interest in the local schools.
3. The equalization of educational burdens and opportunities.
4. More economical purchasing of school supplies.
5. County high schools in the open country.
6. The elimination of waste and of the small expensive schools.
7. The complete reorganization of the present crazy quilt district system.

Q. What are the advantages to the county superintendent?

- A. 1. His position becomes a professional one.
2. He is removed from the influences of partisan politics.
3. He has a voice in the placing of teachers.
4. He is furnished with adequate machinery to make his work effective and build up his school.
5. His position becomes the most important educational position in the county.

12. Q. Who is advocating the passage of this bill?

- A. This measure has the endorsement of

- (a) The State Teachers Association
- (b) The State Department of Education
- (c) The Independent League of Women Voters
- (d) The State Federation of Women's Clubs.
- (e) The Parent-Teachers' Association.
- (f) The Missouri Federation of Farm Bureaus
- (g) The Missouri Farmers' Congress
- (h) The Womens' Chamber of Commerce of St. Louis.
- (i) County School Board Conferences in many counties.
- (j) A very large number of persons in all walks of life who have given the matter serious thought.

The Demands of the Times Upon Our Schools

An address delivered by PROFESSOR WILLIAM H. KILPATRICK of Columbia University, New York City.

The subject for discussion this evening has been chosen to illustrate and so indirectly to present the very important point of view that if education is to meet its full duty it must order itself in relation to the social group as a whole. The position meant to be combatted is the tendency to treat education, actually if not intentionally, as if it were purely or mainly to prepare certain pupils to get on well in the world. Many an actual school does, in fact, so influence its pupils that henceforth they are concerned in selfish and partisan fashion primarily for the welfare of themselves alone or at most of a small part of the total social group. The position here assumed is that our schools must consciously assume an important part in the attempt to effect a better state of civilization and must determine their aims and consequent procedure in consistency with this duty.

What, then, is demanded? In particular, what demands arise from the present critical state of the world's affairs? How shall we estimate and judge this serious tide in affairs in order to get from it the most of guidance?

Truly the present is a most momentous period in the world's history. When we consider how much is happening, in how few years the events are compressed, what results flow from them, how far reaching the influence—when we think of these things, the effect on the imagination is overwhelming. A decade ago as we read or studied history, our thoughts at times dwelt musingly upon those interesting periods of the remote past that stand in such relief upon the pages we read. Our own times seemed so prosaic, so uneventful, that we perhaps envied the dwellers in that past the opportunity they had to see those mighty events and share in moulding and shaping the outcomes. My friends, our day will in time be judged no less interesting and no less momentous than those. The French Revolution may rival the present in the intensity of some of its moments; but in extent of regions influenced this is far greater. More is now happening, events move more quickly, more has been at stake than perhaps ever before.

And of particular concern to us is the fact that the part played by book and thought are greater than ever before.

Larger numbers now read. The conscious study of society is far more wide-spread and the interchange of views is almost infinitely more easy. If any object that the widespread reading and thought are but the little learning that carries danger in its train, we need neither admit nor deny, but only point out that if so, then the greater the demand upon us to bring up a rising generation able to cope with the situation.

The thought is worth developing. Go back to 1815 when the Congress of Vienna took every conceivable precaution to determine for subsequent generations the paths that civilization should henceforth follow. But they chose a path that represented reaction rather than progress, and what was the result? In answering note that a generation is reckoned at 33 years. Add a half generation to 1815 and we get the revolutionary period of 1830-32. Add the full generation and revolutions again come, those of 1848. What does it mean? The movements of history are complex, but are we not forced to conclude at least this much—that no settlement of any great social question can afford to overlook the rising generation. When the half-grown boys of 1815 came to maturity they took matters ruthlessly into their own hands and overturned governments that had been a half generation before restored with so much care. In 1848 the like happened again.

Do we, as we look forward, face a future of revolutions? That changes will come, great and far reaching, no one need doubt. What these changes shall be and whether they shall come by revolution or in orderly fashion depends in large measure upon the character of the successive generations. Education—as the name for all moulding influences—is the factor that determines character, it is our only hope for order. We dare not leave this matter to chance. Conscious education must lend its

every aid. The result may depend upon what we here in this room and our colleagues outside decide to do. In proportion as the present is big with possibility, in proportion as thought and character are factors in shaping affairs, in just such proportion lies our responsibility.

What is the situation confronting us? What do we see as we look over the world? The aftermath of the greatest war in history, millions upon millions killed, billions upon billions of property destroyed, new-made nations starving and quarrelling as they starve, Russia in chaos, other parts of the world little better off. Everywhere international suspicions, fears, selfishness, and in too many cases despair. If we look into the domestic affairs of our countries—you in yours, I in mine—we find alike a welter of unrest, strikes, threats, bitter partisanship, industrial warfare, class hatreds. Wherever we may look at home or abroad, the future seems dark.

But let us look beneath the surface of this most discouraging situation, and see if deeper moving tendencies may not furnish guidance. What is the characteristic feature of the period in which we live? Is there anything to distinguish it from preceding periods? The answer seems clear: it is the growth of tested thought and its application to the affairs of men. Other periods have thought and thought acutely, but the characteristic features of our time are found in the tendency to test suggested thought in as objective a fashion as possible, in the accumulation of thought so tested, and in the disposition to apply this thought to improving the affairs of men.

Three far-reaching tendencies coexist with this modern characteristic and receive greatly added impetus from it; a tendency to criticize our social institutions, a tendency toward the aggregation of men in larger and larger units and their integration in ever closer relationships, and the

democratic tendency. It is not suggested that criticism is a modern phenomenon—far otherwise. What is claimed is that modern criticism finds its chiefest support in the growth and application of tested thought. There is a seeming inevitability and relentlessness in the onward sweep of modern science that gives credence and acceptability to its criticisms. The successes of science make it bold, and no region is exempt from its search. The faith that was once yielded unquestioningly to the church or to the Bible is now being transferred to science, and more and more our institutions are subjected to criticism. So long as tradition told us what to think, conservatism held sway. Science introduces conscious questioning and the disposition to change grows apace. The strength of this critical tendency is not yet at the height. We may confidently expect a stronger and more penetrating criticism to make a yet more inclusive scrutiny of human institutions, and a yet more radical tendency to change things in accordance with criticism. Whether we approve or not, Frankenstein or no, the spirit of criticism is loose in the modern world.

The second tendency is toward the aggregation of men in ever growing units and the integration of mankind in ever more numerous relationships. That this aggregation and integration grow out of the application of tested thought to the affairs of men needs no elaboration. To use the term "industrial revolution" almost of itself suffices to prove the contention. The point here insisted upon is that the process of aggregation still continues and in such way as to carry integration constantly with it. Before science had revolutionized our industry each community lived largely in self-sufficiency. What was eaten was grown in great measure immediately at hand, what was worn was similarly made at hand of the materials produced nearby. The customary life of the

majority of mankind was lived in small areas. But as tested thought was applied to production affairs changed. Home and shop industries gave way to the factory. More men were brought together in one organization, raw materials were brought from greater distances and the products similarly sold over wider areas. Cities sprung into being. Transportation facilities have kept pace. Ever growing cities are joined in ever closer relationships with ever increasing areas. Aggregation and integration are thus practical correlatives. Nor is the end in sight. Every improvement in means of production, of transportation, of communication, but increases the tendency. As never before we are members one of another. The evening speech of the prime minister is read by the whole world the next morning. A murder in southern Europe involves the whole world in war. A crop failure in a remote corner of the world threatens hunger for the poor of Europe. More and larger aggregations, closer and more numerous integrations, and the entire world hangs together as one whole in a degree never known before. And again the end is not in sight. The process is endless unless civilization begins to die.

The third tendency, that towards democracy, is not so easy either to define or to explain but its forward sweep cannot be questioned. Whatever else it may mean it includes at least this: that the world and its resources and all human institutions exist for the sake of men, that men may live as well as possible, not a few chosen and set apart, but all men. A tendency this was called, and properly so, for it is still far from realization; but a tendency it is, definite and pronounced. Whatever the Great War may have been in its inception it came to be a question of democracy. Only on this basis could our side prolong the war, on the lack of this basis our enemy collapsed. And still again

is the end not in sight, democracy will not stay its stride till many matters be set straight. Nor will the end then come, for it is an infinite world in which we live, and the spirit of human justice will ever find work lying at its hand.

As these three great social tendencies have received strength and impetus from the growth and application of tested thought, so do all working together in their turn lead to two conclusions especially significant for us.

The first is that authoritarianism in the affairs of men wanes to its death. The time was when kings held sway by a "divine right" about which their subjects were held to have no choice or say. Governmental control and its authentication were alike external. In recent times government increasingly derives its powers from the consent of the governed. External authority yields to internal. So with learning and knowledge; the time was when the *ipse dixit* of some master, the decree of some council or ecclesiastical potentate, the letter of the biblical text, sufficed to fix the doctrine. It is yet so with many; but increasingly here also is the authority changing its external superimposed character into internal, deriving its just power from the internal process of its efficient working. Criticism and democracy allow no resting place for authoritarianism as such. The internal authority of efficient working in the process alone can stand the test. It is the realm of morals that is now being called upon to yield its external authoritarianism sway. To many among us the prospect is one of dismay. But whether we like it or no, the time is fast passing when an external authoritarianism of morals can be relied upon to give effective guidance or control to those who stand most in need of it. Already a new generation that came to maturity during the war is asking why and why not, and

will not be silenced by the traditional answers. What is worse, they are in large numbers answering their questions by denying any sort of authority, internal as well as external. The external authority of church or book has been in the past the reliance of many in questions of morals. But these external authorities have for the many passed beyond recall. For these if morals are not to descend to a mere temporary expediency, some other basis must be found and found quickly. Herein we who educate face a distressing situation. The downfall of authoritarianism elsewhere most of us stand ready to approve; but what to do in the matter of morals constitutes one of our most serious problems.

The second conclusion from the far-reaching tendencies earlier discussed is if anything even more significant, namely that change is inherent in the very process of civilization and so far as concerns human institutions practically all embrasive. It is only too true that many among us have been hoping and praying that affairs will at least quiet down and let civilization catch, as it were, its breath. It is not improbable that the war has acted temporarily to hasten the process of change; but taking centuries together change will never quiet down, on the contrary it will almost certainly become increasingly rapid. What, do you ask, can be the justification for so disquieting a prophesy? Consider the facts. Civilization takes its character from—or better, finds its character in—the fabric of human achievement known to us as tools, machines, and the like, and the correlative customs, institutions, and systems of thought. See what the single invention of the steam engine has done to change the affairs of men, or the telegraph, or the germ theory of disease. Every first-class invention makes far-reaching demands for changes in human behavior and relationships. The increasing aggregation of hu-

man affairs hastens the spread of change. More first-class inventions have been made in the past 200 years than in 20,000 years before. We have every reason—unless civilization goes to pieces—to expect the next 200 years to show even more invention, because thought begets thought, tested thought begets fruitful thought. If so, more change, and so *ad infinitum*. As inevitably as civilization continues to exist and thought continues to be itself, with that same inevitability will changes come. We face then a world of inherent and unending change. What the changes will be, whither they will carry us we know not. The only thing we can with certainty assert is that we face an unknown and rapidly changing future.

(To be concluded in the next issue)

(Teaching Citizenship, etc., continued from page 14)

The above is a crude and incomplete outline of our efforts along Citizenship lines in our elementary grades. Building on this work as a foundation we build a very definite and comprehensive Citizenship course in our Junior High School in grades seven and eight. This course has been the evolution of six years of planning and experimentation and, although still incomplete and imperfect, is producing splendid results in our Junior High School.

In the first place, we organized a *Citizenship Department*. This implies a specially equipped room and a specialized teacher. The room is an ordinary class room containing the necessary maps, globe, books, a two hundred volume library, and such other pictures and miscellaneous material as might be valuable both to create the atmosphere and provide the facilities for effective work. By a specialized teacher, I mean a teacher, who, both by preparation and interest, is capable of teaching a course in Citizenship. Such a teacher

might be any teacher of geography, history and civics in any elementary or high school of the State, provided that the teacher has good scholarship and is sufficiently interested in her problem to make her a real student of what and how to teach a real course in practical Citizenship. In our case when we first organized the present department, we used a successful grade school teacher who was heart and soul interested in the work, but with nothing but the average in specialized training. Our present teacher, Miss Ola Wickham, with an interest equal to that of her predecessor had the added advantage of thorough training in a professional school. Under her direct management, during the past three years, the course has gradually taken definite form, an outline of which is now presented.

I. TEXTS.

The course is largely a library course. The department is supplied with all of the standard texts for the teaching of geography, history and civics—the number of copies varying from one for the entire class to one for each pupil in the class. As before stated the room is supplied with a working library of some two hundred volumes. In addition, the pupils, of course, have access to the general high school library and to the City Library.

The texts most widely used are as follows: Adams' Elementary Commercial Geography; Dryers' Elementary Economic Geography. Carpenters' Geographic Readers; Tarr and McMurry's Geography; Redway and Himman's Natural School Geography; Frye-Atwood's New Geography; Beard and Bagley—History of American People; Bourne and Benton's History of the U. S.; Woodburn and Moran—History and Government of U. S.; McClure's History of Missouri; Rader's Civil Government and History of Missouri; Hughes' Community Civics; Violette's History of Missouri; Music-Stories of Missouri; Note Books on Clay County and Excelsior Springs.

II. COMMERCIAL GEOGRAPHY.

The effort is made in our elementary schools to practically complete formal geography study with the sixth grade. The first semester of the seventh grade is, therefore, devoted almost entirely to a study of com-

mercial and economic geography. Throughout this study, the effort is not only to lead the pupil to understand and know the most important phases of the commerce and industries of the world, but to lead the child to an understanding of the interdependence of one nation upon another, of one individual or business firm upon another, and to lead to a feeling of responsibility to other people, not alone as an American but as a world citizen.

III. LOCAL HISTORY AND GOV'T.

Approximately six weeks of the third quarter are devoted to a study of the geography, history and civics of Excelsior Springs and Clay County. Briefly outlined the courses includes the following studies:

1. Excelsior Springs: history, with chief attention to causes and nature of its development; geography, with attention to the geological formations causing the mineral waters, industries, railroads, etc.; civics, with special attention to community problems.

2. Clay County. Location, boundaries, physical features, early history, early settlers, later history, its part in history of state, towns, schools, government and civic problems, etc.

There is, of course, no printed text book for the course. The methods of obtaining the necessary material are as follows:

1. Histories of Clay County and Excelsior Springs

The only history of Clay County at present available (a new history is now in course of preparation by Col. Woodson of Liberty) was written more than twenty years ago. This work is valuable in looking up the early history of the County. The only history of Excelsior Springs (other than very brief sketches) was written a number of years ago—a small volume of approximately one hundred pages written by Dr. J. J. Gaines, the "Uncle John" poet of Excelsior Springs. Neither of these histories are on the market and the school has depended on the kindness of patrons to loan copies to the school. Much of the most essential material from these volumes has been typewritten and is carefully preserved in the Citizenship library for the use of the pupils.

2. Old Newspapers.

Much valuable and interesting information has been gleaned from old newspapers donated or loaned to the school by interested citizens. Among these is a special edition of the Excelsior Springs Standard, containing a

number of good pictures and excellent articles, setting forth the advantages of Excelsior Springs as a health resort in the early '90's.

3. Commercial Club Literature.

Excelsior Springs, for years past, has had an active Commercial Club which has been the chief agency in the promotion of the town.

Thousands of dollars are spent by the Club in advertising the town as a health resort. A number of excellent and profusely illustrated booklets have been issued by the Club at various times. The Department has collected all available material of this nature.

4. Museum.

Each year the classes collect a large number of interesting relics of a historical nature, many of them of local historical value. These relics are kept in the Department as a historical museum for a limited period of time and then returned to the owners. Aside from the value of these relics from an informational standpoint, they lend much interest to the local work.

5. Committees.

Much of the work of collecting material is done by special committees. Examples: (a) A committee interviews an old resident of the community and listens to his stories of the early days. As Excelsior Springs was founded in 1880, many citizens can be found who remember when the site of the town was a cornfield and can recite each step in its growth and history. These committees make written and oral reports to the class of these visits. Material, worth preserving, is corrected and typewritten and placed in the library. (b) Committees interview various city and county officials, attend a meeting of the city council, attend police court, etc., and report to the class the machinery and methods of city government. (c) A committee visits the city water plant or other municipal works and reports to the class how the community is served by its public utilities.

7. Local Civic Texts.

For the more formal and intensive studies of City and County government, Hughes' Community Civics and Rader's Civil Government of Missouri have been found valuable.

8. Note Books.

Last year each member of the class prepared a text book in which he wrote a history of Excelsior Springs and Clay County and recorded various civic facts and other items of interest and value regarding the City

and County. These books were illustrated by pictures cut from papers and Commercial Club advertising booklets. A number of these books were kept by the teacher and this year form a text book for a part of the local work. Similar books, made by this year's classes, will also be preserved. In this way, most of the worth while material gleaned by the pupils will be available for future classes.

9. Local Geography.

The local geography work is a comparatively simple problem, requiring very little research work to find all the information necessary as to natural features, soils, products, manufactures, occupations, transportation facilities, etc. One phase of this work alone is out of the ordinary. Excelsior Springs has more than twenty mineral wells and springs of several different types, as carbonate, sulpho-carbonate, chloro-carbonate, sulpho-chloride, etc. This gives rise to a most interesting but simple geological problem to be taken up and solved in connection with our local geography work: "Account for the presence of so many distinct kinds of mineral waters in this locality." Such a problem leads to the answering of a number of smaller problems such as accounting for the depression which forms the Excelsior Springs valley, the different rock formations underlying Excelsior Springs (Kansas City limestone formation, Pleasanton shale, Henrietta formations, Cherokee shale and coal, etc.), how the mineral waters are formed, etc. The "Aqualore," a quarterly magazine published in Excelsior Springs is a valuable help in this phase of the work.

IV. STATE AND NATION.

The County work is followed by State geography, history and civics. The State work is followed by the course in National History and Civics. No texts are followed closely in any of these courses, a number of different texts, the library and newspapers and periodicals furnishing the necessary sources for material.

The Incidental Method, in the treatment of Civics, is followed almost entirely. Examples: The Federal Constitution is studied first when the class has reached, in their history work, the Constitutional Convention of 1787. When the question of States' Rights makes its appearance in the history study, the Federal Constitution is examined to see just what powers the Federal Government should have and what powers the States should have.

When a bill is passed by Congress the method of passing a bill is studied. When the Constitution is amended, the question of "how it was done" is answered. When the Peace Treaty of Versailles is before the Senate, an excellent opportunity is afforded for finding out just how treaties are made and ratified. In other words, both in the narrative story of our political history and in the study of current events, every opportunity is seized upon by the teacher for teaching Civics. The same procedure is followed in the teaching of local and state civics. In fact, it must be understood that throughout the two year course, local, state and National Civics are continually taught whenever a psychological opportunity presents itself.

V. CURRENT WORK.

One-fifth of all of the time in the two years of the seventh and eighth grade Citizenship course, is devoted to the study and discussion of current topics. "Current Events," the newspapers, and magazines in the High School library, are the sources from which material is obtained.

A pictorial bulletin board is maintained in the Department. A good collection of pictures, brought in by the students, illustrating recent important events, are always on display.

VI. PRACTICE IN CITIZENSHIP.

We have endeavored to stress in our entire course the Practical side of Civic privilege and duty. To be an informed, independent, right thinking individual, is the first requisite of a Good Citizen. For the individual to put into practice what he knows is the second requisite. The first of these requisites, we feel that we are accomplishing in a large measure in our Junior High School. The practice side is more difficult of accomplishment and has not been so completely or satisfactorily worked out. Among the methods which we are using to give training in the practice of Citizenship are the following:

1. Committee Work, as previously mentioned. The Good Citizen should investigate first hand local civic problems and methods.
2. Community Enterprises. We have never turned down an opportunity to have the pupils play a prominent part in any worthy community enterprise. The children have been encouraged to be community boosters. The Fall Products Shows, Good Roads, Salvation Army or Red Cross drives, etc., have received the most loyal support from the pu-

HYGIENE

A Project which is vital and necessary all through the grades

A Study of the value of health, ways of keeping in good health and how we can serve our community in getting good sanitation

I. Problem:

How to have good health. Formation of health habits.

1. Food habits, p. 2740.
 - a. Clean food, p. 2470.
 - b. Destruction of bacteria, p. 538.
 - c. Well balanced foods, pp. 2740, 2242, 2244.
 - d. Buying foods, pp. 2817, 2818.
 - e. Drinking water, p. 2741.
 Use charts, pp. 2244, 2245, 2246, and make out menus for seven breakfasts, lunches and suppers. Make out the cost for a family of four for one month.
 2. Sleep habits, p. 2741.
 - a. Sleeping porches, p. 5406.
 - b. Ventilating, pp. 275, 276.
 Write a composition on how to ventilate a bedroom. Another composition on how to make a sleeping porch.
 3. Mental habits, p. 2741.
 4. Exercises, pp. 2742, 4653.
- Write a list of physical exercises and use the proper numbering

and punctuation. A good exercise in mechanics of language.

5. Recreation habits, pp. 2742, 2743, 4708, 241.
6. Bathing, pp. 624, 2891.

II. Problems:

How can we serve the community and how the community safe-guards our health.

1. Public baths and swimming pools, p. 623.
 2. Baths for the sick, p. 624.
 3. Board of Health, p. 785.
 4. Public Hygiene, p. 2892.
 5. Quarantine, p. 4884.
 6. Sanitary Science, p. 5194.
 7. Pure Food Laws, p. 61.
 8. Vaccination, p. 6018.
- Learn the Pure Food Laws and try to learn how they are observed by people of your town. Find out who are the health officers in your county and their duties. Make a list of things you can do to help have a clean and healthful community.

The Problem Project lesson outline given above is one of a number prepared by Miss Bruner in the Department of Education, State Teachers College, Maryville, Missouri. The references are to the pages of **THE WORLD BOOK**. This outline is given as an example of how **THE WORLD BOOK** may be used in teaching any subject by the Problem method.

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pils—not only as boosters, but through active participation in some form.

3. School Activities. The school paper, patrons' days, class enterprises, entertainments, athletics, etc.,—all afford excellent opportunity for placing duties and responsibilities on the pupils.

4. Club Work. The Junior High School pupils may select work in one of five clubs—(a) Debating; (b) Nature Study; (c) Physical Culture; (d) Folk-Lore; (e) Home Makers. These clubs meet every two weeks and are doing exceptional work—fully equal to the Senior High School clubs organized along similar lines. The Debating Club, in charge of Miss Wickman, the Citizenship teacher, has a membership of twenty-five seventh and eighth grade boys and holds debates, mock trials and miscellaneous programs of orations, declamations, and speaking, with an ability and success that a Senior High School Club might well be proud of. Much attention in all the clubs, but especially in the Debating Club, is given to parliamentary procedure.

5. Mock Elections. This year, both in the Junior and Senior High Schools, quite an extensive study was made of the political issues involved in the campaign and to the proposed constitutional amendments. On Monday, prior to election, a mock election was held at which all students and teachers were permitted to vote. Ballots, both party and

constitutional, in exact form, were secured from one of the printing offices. Student judges were in charge of the polls. No detail of the election machinery was omitted and the election was conducted exactly as required by law. During the afternoon a school of instruction was held for the mothers, and more than one hundred attended and cast their ballots in the mock election.

6. The Junior Red Cross, the Health Crusade, and the Anti-Tuberculosis campaign have afforded excellent opportunity each year for the practice of charitable and humanitarian duties. On all such work the Junior High School boys and girls have responded eagerly and unitedly. Last year, one of the Seventh grade girls, Margaret Mitchell, stimulated by the friendly rivalry of her classmates as well as by her interest in the cause, sold the largest number of Red Cross Christmas Seals of any pupil in the State. Because of this record, her picture recently appeared in the St. Louis Post Dispatch, a mark of distinction of which the entire Junior High School is justly proud.

Conclusion. I shall not attempt to discuss, for lack of space, the Senior High School Citizenship program. The Senior High School program is carried on, however, with equal definiteness and emphasis. We do so because we believe that the first and last purpose of the public school is to make Good Citizens.

"The average citizen must be a good citizen, if our republics are to succeed. The stream will not permanently rise higher than the main source; and the main source of national power and national greatness is found in the average citizenship of the nation. Therefore, it behooves us to do our best to see that the standard of the average citizen is kept high."

Theodore Roosevelt.

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THE VILLAGE THE NATURAL COMMUNITY CENTER

By JOHN H. GEHRS

Professor of Agriculture, State Teachers College, Cape Girardeau, Missouri.

In Europe the village and little centers of population are the nuclei of all activities. The village is the hub about which every thing revolves. The school and church are found in these centers of population, and the farms are handled from those places.

In the United States the small village and other centers of population are rapidly becoming the centers of religious, educational and agricultural progress.

(1) The country church was good, and has not been in vain; but as roads improve the people remaining in the country will attend church in the town. Who would go back to the old country church, where services were conducted only on the first or third Sunday of each month; and that often by a preacher who was not well prepared. My brothers and sisters today attend an excellent church in a little village. Services are held twice every Sunday and in every respect the church is superior to the church we attended in the country. The building is a better one—the membership is larger and the Sunday School and other church organizations are up to 20th century conditions.

It is the author's belief that small towns should not attempt to establish a church for every denomination that may be represented in the community. There are 202 different denominations in the United States; church federation with efficient leadership is of much greater importance than empty pews, inefficient leadership, and a struggling church.

(2) The old idea that a country school

should be found on every hillside was fairly good in its day but the roads were poorer, and the individualism of the people was not conducive to co-operation and unification. It was extreme democracy. But today the co-operative spirit of the people, good roads, and small centers of population are found to result in consolidated, well organized, efficient schools. Not schools which cost less; they may cost more; but they will be better schools. I hope we may never hear the expression again that the consolidated school is cheaper than the present plan. Consolidation cannot be advocated for every place and for every condition, lest we make the mistake again of swinging to the extreme of the pendulum and establish too many such schools. It will probably require a generation or two for the evolution of the school in order for all schools and localities to discover their real needs. The things which will determine the location of a school are centers of population, roads and sufficient assessed valuation.

(3) Farming too, will be directed more and more from the villages and small centers of population. The farmers of the United States unlike the people of European nations live in the country. In Europe the people live in villages. From these villages they go out to till their farms. This course was impossible in the pioneer days in the history of the United States, and we are yet in semi-pioneer days in this respect; but now the time has arrived when farmers are going to enjoy the opportunities and advantages of the town; yet till their soil. The city can give a better school, church, social life and amusements, better homes with more conveniences at the same cost. Such conveniences as light, water,

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sidewalks and paved streets may be had more cheaply in the city where people live closer together than in the country. Better and more efficient schools and churches and other organizations can be had in the city than in the country.

More than all of this farmers co-operative organizations which are an important efficiency factor in the economic output of farm products flourish better in towns than in the country.

The country life club and the back to the land movement fostered by city people mostly have fortunately been an entire failure. This is true because of social, religious and educational reasons. Although the number of farmers are becoming less they are producing more food stuffs now than the city people are willing to pay for. Many city people prefer to be parasites upon the labor and ignorance of the farmer. This should not be the case for we should all recognize the principle that the farmers have as much right to a fair and just compensation as any one else on the same basis of labor and expenditure of energy. The farmer may rightfully desire for himself and his family religious, social, economic and educational opportunities to that which the average person in the town enjoys. And it is the belief of the writer that this will be brought about in time. It may require several centuries, but the starting of it all is here, by the village becoming the center of operation of school, church, home and the farm.

Good roads are fundamental in the evolution of our entire social system.

The duty of the American teacher is to make every citizen an active member of the government and a partner in the energies of the school.

A WOMAN AND HER SCHOOL

A Personal View as Seen by One of Her Former Students (by Robert Snedigar)

To a woman's idea and a woman's resourcefulness, the State of Colorado owes one of its greatest educational institutions—the Public Opportunity School of Denver.

All during the years that she worked in her limited field as a grade school principal, Miss Emily Griffith realized the lack of efficiency in preparing for life, that exists in the usual school. As she herself expresses it, "We have been profiteers in education." The grade schools prepare for high school; the high school prepares for college. But only a very few ever get to college, and not so very many more go through high school. The result of this type of education has been everywhere the same as Miss Griffith saw it in Denver. Boys and girls leave the grades (usually before finishing them) at the age of fifteen or sixteen and go out into the world as wage-earners, unequipped either mentally or physically for the struggle.

Then there are those others the school ought to reach and help—the uneducated American and the illiterate foreigners. Miss Griffith saw them as they exist in every city—poor, discouraged, sickly and absolutely unable to get ahead. From these workers, people who should be the mainstay of American civilization, such organizations as the I. W. W. recruit their members, and they become instead a social menace.

"All that people need is a chance." With that bit of philosophy, Emily Griffith started out on her self appointed task to give people a chance.

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the Denver Opportunity School opened with a teaching staff of four and a first day enrollment of about fifty. Emily Griffith was right when she said that people will grasp every possible chance to better themselves. This year, "Opportunity" has an enrollment of seven thousand and over fifty teachers.

When the school opened, the only building available was the old Washington school at 13th and Welton Streets. It had been unused for years because the business district had spread all about it and there were no children to attend it. The old building is still used but additions to it have been erected to take care of new departments.

The school is open from 8 a. m. to 9:30 p. m. During these hours, a continuous stream of students from all classes and conditions of society pours in and out of the buildings; some staying the whole day; others snatching a few minutes from their work for their schooling. All are happy in the realization that they are rapidly becoming of more value to the world and to themselves. Miss Griffith's desk is in the hall (she refuses to use an office) and there is a smile and "Good day" for every one of the throng.

In "Opportunity," there is a chance for people to learn almost anything they wish. In fact, if twenty persons let Miss Griffith know they want a certain course, it is immediately installed.

Down in the basement shop, we find Mr. Businessman learning all about his automobile and how to do his own repairs. His working partner is a laborer who is striving to become a master mechanic. Beside them, a couple of disabled soldiers sent by the Federal Board for Vocational Education are tinkering with the shop Ford preparatory to going out for a lesson in driving.

Upstairs, Mr. Businessman's office boy is going to high school, while his stenographer, under the instruction and guidance of professional dressmakers, is sewing on her trousseau. And beside her sits a young housewife making rompers for her baby.

In another room, a wealthy woman or so, a couple of stenographers, half a dozen store clerks and several girls from the packing houses are learning trade millinery. Millinery stores, owned by women who learned their trade at "Opportunity," are scattered throughout the West. Before a new store is opened by one of the girls, the whole room works hard for a week, or so, making wonderful hats (quoting Miss Griffith) "to separate somebody from a lot of money."

In the stenographic and business department the student body is just as mixed. And yet, in "Opportunity," the mixing of social classes is not the striking thing; it is rather the fact that they are one group—students trying to make themselves more useful and efficient.

In a special class-room, one of the most unusual and most efficient classes is conducted. Here representatives of almost every nation on the earth, Italians, Russians, Armenians, Poles, Orientals, are learning to speak, read and write English. What is more important still, they are gaining here the true principles of Americanism, and as a part of their instruction are brought to a realization of the responsibilities and advantages of American citizenship. These men and women, with but few exceptions, qualify for their naturalization papers before leaving the class. It might be said in this connection that the naturalization examinations in the state of Colorado are not easy. One businessman, in speaking of this class, made the remark,



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Your shoes shined with Dyanshine requires but one application weekly.

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"They may be Bolsheviks when Miss Griffith gets them, but when she finishes with them, they're cured." Her kindly spirit and loyal teachings destroy the seed of discontent, by implanting in their hearts that same loyalty and patriotism that has always inspired her.

"Opportunity" offers courses in a multitude of subjects: Sewing, cooking, household economics, conversational French and Spanish, shorthand, typewriting, dictaphone, book-keeping, accounting, commercial law, show-card writing, window dressing, salesmanship, mechanical drawing, mathematics of all kinds from addition and subtraction to calculus, English, all high and grammar school subjects, trade millinery, forge work, auto mechanics, applied electricity, telegraphy, professional beauty parlor work and a number of other subjects are being taught now and others are being put in as fast as there is a demand for them.

During the war, "Opportunity" did its share. Besides the making of Red Cross bandages and dressings, three hundred young men were trained in the winter of 1918 as radio operators. Every one of these boys went directly into military or naval service. Now that the war is over, the school is still doing its part. The Federal Board for Vocational Education has placed hundreds of disabled soldiers and sailors there for training. Some of them stay just long enough to prepare for college examinations, while others take business or shop training for a year or more.

At the present time, Miss Griffith is lecturing in different parts of the middle west in answer to requests that have been coming to her for the past two or three years. Every day letters come to "Opportunity" from all over the country asking, "How can we start

an Opportunity School of our own?" The head of the public schools of London wrote Miss Griffith last fall for detailed information and stated that English cities were contemplating similar institutions. One of the foremost Japanese educators stopped off at Denver purposely to study "Opportunity" with a view of starting such schools in Japan.

To all of them, Miss Griffith makes the same answer: "Trust people. All they need is a chance. If you can't start an Opportunity school in your town, start a night school. Your buildings are being wasted when they are not being used to help people help themselves. If they haven't a chance to get on in the world, you can't expect people to be good citizens. With self respect and the knowledge that they can do things, men and women get a sense of responsibility and duty to their fellows, and when an individual has that, you don't need to worry about what kind of citizen he is. ,

To parents and teachers, Miss Griffith extends a bit of advice that is worth while. "Don't discourage! If necessary, stretch the truth a little, but always see something good in every bit of work a child or student does." Miss Griffith believes that most of the failures in the world are failures simply because they have been discouraged by careless parents and teachers. One of her favorite stories to illustrate this is that of Thomas Edison. His teachers sent him home with a note telling his mother that he was little better than half-witted and could never learn to read. His mother refused to believe it, and said, "Son, you and I will learn to read together." Miss Griffith asks, "Where would our mechanical world be today had Thomas Edison's mother believed he was a half-wit?

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4. Spring term begins March 8, 1921.

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C. A. PHILLIPS, Dean.

Edison says he owes his success to his mother. Then, folks, it's up to parents and teachers especially to believe in young people and encourage them. Don't say 'That's wrong.' Even if it is wrong, tell them 'You've done good work on this. The answer isn't right—not quite—but you're getting it.' It isn't long before they are getting it right, because they get so interested they can't help it."

Teachers' Reading Circle

Outline of Studies for Whitney's
THE SOCIALIZED RECITATION
 LESSON I (Introduction, Page 4)
 Introduction

THE SOCIALIZED RECITATION will help you to meet the requirements set forth by Dr. Dewey in the following statement:

"When the school introduces and trains each child of society into a membership within a little community, saturating him with a spirit of service and providing him with the instruments of effective self-direction, we shall have the deepest and best guarantee of a larger society which is worthy, lovely and harmonious."

Questions

1. What is a socialized recitation?
2. Why is it more in accord with "the spirit of democracy" and thus a more adequate preparation for "life?"
3. What are the concrete results of such a policy in the class-room?
4. Distinguish between the academized recitation and the socialized.

5. What is the purpose of this socialized recitation?

6. What change is necessitated on the part of the teacher?

7. To what extent should this method be tried in its early development?

8. Which one of three possible subjects would it be most advisable to consider first?

9. What are the main points to be noted from the teacher's standpoint? Mention four.

10. What are the nine "mistakes" the teacher is cautioned to avoid?

ANNOUNCING

McClure's HISTORY OF MISSOURI

By C. H. McClure

Head of History Department, State Teachers' College,
 Warrensburg, Missouri

A CENTENNIAL HISTORY

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Ready now.

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 St. Louis, Mo.

11. What "misinterpretations" must be avoided? Mention five which to you seem most important.

LESSON II. (Page 5-22)

Introduction

A new attitude is being assumed by the up-to-date teacher. She plans, organizes and guides the way. The pupils become actively interested in the work—the old receptive attitude is lost—the school becomes a co-operative community—all—through the SOCIALIZED RECITATION.

Questions

1. Since the position of the recitation is so important, good conduct during the period may often be confused with mere inertia. Explain.
2. Frequently no effort is made to teach pupils how to study and the recitation becomes a mere "oral examination." How may this be avoided?
3. Enumerate the eleven objects of the recitation.
4. Mention five qualifications of the teacher. How may additional responsibility be added to her potential influence?
5. What is the function of the recitation period? Explain how it becomes "a period of pupil activity and responsibility" and the nature and character of such activity.
 - a. What is the author's definition of "order" in such a connection?
6. Explain how the recitation should be a period of moral training.
7. Give the author's definition of a working morality.
8. What is the teacher's position in the socialized recitation of history?
9. In what three ways must her work be more carefully prepared? Why?
10. What is the plan outlined in connection with the assignment of lessons?
11. In what way, through this method, are the social courtesies and respect for the rights of others taught?
12. What is suggested as a final phase of this recitation period?
13. Contrast the ordinary recitation with the socialized recitation.
14. Explain how the development of the civilization of the world is really the history of man's efforts to co-operate.

LESSON III. (Page 23-44)

Introduction

It must be remembered that the success or

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failure of the **SOCIALIZED RECITATION** depends entirely upon the teacher's careful planning and skilful guidance.

Questions

1. How is the socialized recitation of value in the primary grades for the arithmetic period?

a. How does "the play instinct" and "the competitive social instinct" become of real value in the arithmetic class?

2. What does the socialized recitation in the arithmetic period come to mean in the higher grades?

a. Why and how is it of real value as a training for the future?

3. Describe three forms of "drill" to be used in the arithmetic period.

4. How may language be correlated with this number work?

5. In the reading period a difficult one to organize with the social end in view? Why?

6. Give in your own words Gerald Stanley Lee's idea of what training in the use of books should be.

7. What are the three points Dr. Whitney considers important for the teacher to work out in connection with this work?

8. Why does the child feel a greater responsibility in this form of socialized lesson?

9. What are the three classifications Dr. Whitney applies to reading work in the elementary grades?

10. What form of preparation does Dr. Whitney suggest for the blackboard reading period?

a. What constitutes the real blackboard drill of a class?

b. What is of greatest importance in this form of work?

c. How is the dramatic instinct made of value?

11. In what field of reading in the American school is there the greatest amount of drill?

a. What should be the teacher's greatest aim in her work with this class?

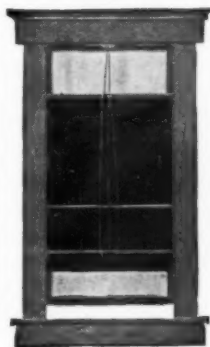
b. What are the two problems?

12. Describe Dr. Whitney's five points in transferring the center of thought development to the pupils.

13. What does Dr. Whitney definitely consider the aim of all literature?

14. How may dramatic readings be socialized?

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15. What is the final test of ability to read?

16. This ability may best be developed in the classroom through what five means?

17. Much care should be used in the selection of the character of literature. In this connection explain "Reading a book is a game man plays with his own infinity."

Outlines of Studies for Hughes'

TEACHING TO READ

LESSON I. (Introducing page 7)

Introduction

A new note has been struck in the process of teaching reading in the Elementary School. Everywhere schools are testing their pupils with standardized reading tests. The result of these tests have shown conclusively that SILENT READING must become the basic method of TEACHING TO READ.

Questions

1. Why have the results of teaching to read been unsatisfactory?

2. What change in the attitude of mind must the teacher undergo in order to approach this problem on the correct basis?

3. State the author's aims in the preparation of TEACHING TO READ.

4. What has been the general accepted meaning of the term "Learning to read?"

8. What is the meaning of "Learning to Read?"

6. Note carefully the distinction that Dr. Hughes thinks it is necessary to make clear in order to begin to study the true psychological basis by which a child should learn to read (Page 3).

7. State clearly the mental processes necessary for oral reading.

8. What powers must be developed in the child before he can read? Can read orally?

LESSON II. (Page 8-37)

Introduction

SILENT READING which is the real aim

of TEACHING TO READ should precede reading aloud. All the other essentials of good reading will naturally follow.

Questions

1. Why should Silent Reading precede Oral Reading?

2. Justify Doctor Hughes' position that Silent Reading is much more important now than formerly.

3. Justify Doctor Hughes' position that Silent Reading is the true way to lead to good Oral Reading.

4. Answer the argument that the teacher must necessarily require the pupils to read aloud in order to discover whether they understand what they are reading or not.

5. If we accept the newer meaning of the term LEARNING TO READ can we accept the old rule for good reading which ran:

"Learn to read slow, all other graces Will follow in their proper places."

Give reasons for your answer.

6. Why should Silent Reading tests be a specific part of training to read?

7. Why does not the child read as he speaks?

8. How may the usual methods of TEACHING TO READ cause a child to lose his power of self-expression?

9. How may the power of self-expression be cultivated?

10. Enumerate and explain the steps in the process of TEACHING TO READ.

11. What do you think of the evidence for Doctor Hughes' position as to the effect of premature attempts at reading aloud as presented in Notes 1, 2 and 3, on pages 26, 27 and 28?

12. Formulate four fundamental laws to be followed in teaching reading in the order of their importance.

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Items of Interest

SOCIAL AGENCIES OBJECT

The Central Council of Social Agencies of St. Louis requests the publication of the following resolution:

"Whereas, the practice of making special grants from the general school revenues for the education of unfortunate handicapped children, has become a recognized principle of procedure in the progressive states of the union, a practice which is justified not merely because it is the duty of the state to provide educational opportunities to all children according to their capacity for instruction, but because the placement of handicapped children in special classes benefits both the abnormal and the normal pupils;

And Whereas, Missouri has recognized this obligation to render special aid to handicapped children since 1851, when special schools were established for the blind and the deaf, again in 1909 when a special educational institution was established for the feeble-minded and epileptic, and again in 1919 when the law made it obligatory to set aside special grants for the maintenance of special classes in the public schools for the blind, deaf and feeble-minded, in order that such children might receive the educational advantages to which they are entitled at home and without entailing the heavy expenditure required to educate them in state residential schools where maintenance must be supplied free

And Whereas, it has been announced that the executive officers of the state department of instruction disapprove of the practice of giving special aid out of the general school revenues for the support of special classes for handicapped children.

Now, Therefore, Be it resolved, that the Central Council of Social Agencies heartily endorse the principle of special aid embodied in the special class education act enacted by the 1919 legislature;

That the Council deprecates any attempt to change this principle and thus destroy the force of the act; and

That the Council will make every legitimate effort within its power to prevent the enactment of such a change."

Scott R. DeKins, Secretary.

PROMINENT EDUCATORS EXPRESS APPRECIATION

By Mrs. Ward Morgan, State Press Chairman of the P. T. A.

We feel that the readers of the "School and Community" will be interested in the expressions of appreciation of the Parent-Teacher Associations by well known educators of the State, as voiced by them at the recent annual luncheon given by the officers of the Council of P. T. A's. and presidents of the school circles. This luncheon was given complimentary to the public school principals and a few other invited guests.

The president, Mrs. J. B. McBride, presided over the after-luncheon meeting and President T. W. Nadal, of Drury College, was the first speaker. He said in part:

"I speak both as a parent and a teacher, and do not hesitate to pronounce your movement the most significant and far-reaching of all the modern movements in the educational world. There may be doubts about some educational projects, some programs will have to be tried out before we can call them good. There can be no debate about the things this organization represents; your purposes are unquestioned; the need of your work advertises itself on every hand. I can give myself to few projects in education with such unqualified support, with such interest and enthusiasm; I believe in it with all my heart; I want to lend every ounce of energy that I possess to its promotion."

Professor O'Rear, of the Southwest Teachers' College said:

"The American people have always put great faith in the value of education as a general principle, but it has all too often been a blind faith, trusting that by some mysterious process all the ills of the race would be cured and that thru the acquisition of a certain amount of knowledge all people would be thereby enabled to get along without work and hence be everlastingly happy. We have failed as a people to grasp the fundamental significance of education and the nature of the technical process necessary to its acquisition. That we have failed in this respect is evidence by the fact that we have placed

the training of the most complex of all organisms—the child—in the hands of immature, untrained teachers who too often are forced to work in poorly constructed buildings with little or no equipment. In spite of these hinderances we have with child-like simplicity expected results that would bring about a social state little short of the millenium. That such has in no sense been accomplished is evidenced by the greatly disturbed conditions of the world to-day."

"To any one at all familiar with the problem of child psychology and the difficulties involved in the educative process the meager results have been in no sense a surprise. To be sure American education, even under these difficulties, has accomplished wonders, as is evidenced by our achievements in the world war, but the results have been accomplished more in spite of rather than because of an adequate understanding of the problem, or because of the financial support rendered, or the proper preparation on the part of the teachers."

"Because of the feeling on the part of the people that our education was not accomplishing all that it should accomplish, many have felt that the two fundamental agencies, the school and the home, concerned in education, were not closely co-ordinated, were not working in sympathetic harmony, did not understand each other and were, hence, often diametrically opposed to each other, with the consequence that results were neutralized."

"It was felt that there was some agency needed to bring these two factors together in closer unity. The P. T. A. has filled this need in a very satisfactory way. Such associations bring the mother and the teacher into close touch with each other, make possible a thorough understanding of the aims and ideals of each, and thus bring about a clearer conception of what education is, the nature of the child, his needs and the means by which those needs may be satisfied."

"The idea that anybody who can keep children quiet can teach is coming to be recognized as erroneous and even vicious and must be forced to give way to a clearer conception of the problem which will make for a higher and a better preparation and a stronger and more pleasing personality on the part of those who are charged with the responsibility for instructing the children."

"With the P. T. A. well organized and working enthusiastically, teachers with the

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parents and the parents with the teachers, the influence is and is destined to be of vital value in solving many of the problems of present and coming civilization."

Superintendent W. W. Thomas and Principal Doran were others who spoke in pleasing terms of the Parent-Teacher accomplishments.

HYDE PLANS CONFERENCE ON PUBLIC EDUCATION

From Globe Democrat, Dec. 21

Complying with an election pledge, Governor-elect Hyde will call an educational conference to be held in Jefferson City, January 5-7 to work out a scheme of legislation intended to raise the standard of the public schools of the state, which have been declared by three surveys, one a sympathetic survey by Missouri educators, to rank thirty-fourth and worse among the forty-eight states.

Invitations to attend the conference will be sent under Hyde's directions to A. Ross Hill, president of the State University; leading professors of the university; presidents and deans of the faculties of the state teachers' col-

leges; William H. Black, president of Missouri Valley College; presidents of other private colleges in Missouri; the president, officers and Executive Committee of the State Teachers' Association and its Legislative Committee; Sam A. Baker, State Superintendent of Public Schools; Supt. Withers and school principals of St. Louis; the superintendents of the public schools of Kansas City, St. Joseph, Hannibal, Joplin, Springfield, Jefferson City, Sedalia, Moberly and other of the larger cities, and to the county superintendents of the 114 counties of the state.

The conference also will include other educational experts, including George Melcher, director of efficiency of the Kansas City public schools, who for several years has been active in the promotion of educational advancement for Missouri; Thomas J. Walker of Columbia, a former assistant to State Superintendent Uel W. Lampkin, and W. T. Carrington, now a director of vocational education in Missouri.

The legislative program of the Missouri State Teachers' Association will form the basis for the educational layout. Hyde expects to obtain through the conference direct in-



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formation about the condition of the schools, the educational qualifications of the teaching body, the standard of salaries, the magnitude of the teacher shortage, the number of teachers in training in the teacher colleges and university, general physical and sanitary conditions of school property, and the amount of money raised by taxation and obtained from the state for school support.

The county unit of school administration, minimum salaries for teachers, old age pension, tax revision, raising the requirements for certificates, raising salaries and other subjects will be discussed.

This will be the first general conference on education ever called in Missouri by any Missouri Governor to plan legislation for building up the schools. The present laws require annual meetings of superintendents, but do not provide for conferences with other educators.

CALIFORNIA TEACHERS' ASSOCIATION CARRIES CONSTITUTIONAL AMENDMENT

Minimum appropriation \$60 per pupil. How the campaign was won.

On November 2nd the voters of California by a majority of more than 200,000 passed a constitutional amendment containing some of the most forward looking educational provisions ever voted into a State Constitution.

\$60 or \$90 Per Pupil

The amendment as adopted provides that hereafter the State shall contribute out of its treasury toward the support of the public schools an amount which shall be not less than \$30 per pupil per year in average daily attendance in the elementary and high schools, and that the counties must raise in addition at least \$30 per pupil in average daily attendance in the elementary schools and at least \$60 per pupil in average daily attendance in the high schools.

Provision for Teachers' Salaries

The amendment also provides that all of the school moneys contributed by the State, and 60 per cent of the school moneys raised by the county, must be used for the payment of teachers' salaries. With the moneys provided by this amendment California will be able to establish a State-wide minimum salary of fully \$1,300 a year.

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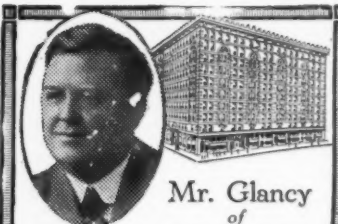
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System and makes the kindergarten schools a part of the system. The amendment also provides for normal schools or teachers' colleges.

Association Invokes Initiative

The amendment was proposed and campaigned for vigorously by the California Teachers' Association. The campaign was under the direction of a committee of the Association. This state-wide committee, of which County Superintendent Mark Keppel of Los Angeles was chairman, was appointed last April to draft the amendment to submit it by initiative petition and to procure its approval by the voters. The committee drafted the amendment and placed it upon the ballot with many thousands of signatures in excess of the 55,097 that were needed.

How the Campaign Was Won

The Association carried the fight for the amendment into every city, town and school district in the state. A "Primer of Education and School Finance" was printed in the "Sierra Educational News," the official organ of the Association. This Primer was then issued in pamphlet form for the use of the campaign workers throughout the State. Nearly two million campaign cards with the

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slogan, "A Square Deal for Every Child," were systematically distributed among the voters. Hundreds of "Amendment Sixteen" meetings were held. Thousands of automobiles carried the "Amendment Sixteen" appeal.

Team Work and Co-operation

The teachers secured most generous support from the press. Through moneys raised by teachers, display ads, giving all the facts, were run in the principal newspapers throughout the State. The movies took a prominent part in the campaign. Many clubs and fraternal orders co-operated in the campaign of education. The school forces of California acted as a unit. The entire cost of the campaign was borne through contributions made by superintendents, principals and teachers.

Miss Carrie E. Koch, of Webster Groves, has written a song which is printed on the back cover page of this issue. Miss Koch believes that this is the real Missouri song and there are others who agree with her. Miss Koch submits the production to the people of the State knowing that their judgment is the final test.

Dr. J. H. Finley, whom the teachers of Missouri will remember as one of the principal speakers at the recent Kansas City meeting, has resigned his position as

Commissioner of Education for the State of New York, the resignation to become effective January 1, 1921. Dr. Finley has been Commissioner for seven years. During the war he was prominently connected with the American Red Cross and spent several months abroad as Red Cross Commissioner. Dr. Finley has spent many years in educational work, having served as president of the College of New York and of the University of New York. He goes with the Times, New York's leading newspaper, to serve in an advisory and editorial capacity.

Community Associations in Wayne county are awake. County Superintendent C. E. Burton says: "Talk about the Community Association not working! Tell them that they work down in Wayne." Wayne lacks only a few of having 100% enrolled and Mr. Burton assures that this lack will not be for long. The Wayne County Association has very attractive stationery with their motto, "Loyalty to our profession;" their watchword, "Together go forward." "100% enrollment each year." The letterhead carries with it the lists of members of the three Community Associations of the county together with the salary and post-office of each.

Endorsement of the County Unit Bill was unanimous on the part of the school board members of Jasper and Lawrence counties in their respective conventions held on December 17th and 18th. In these meetings most of the time was given to a discussion of this bill in its general aspects and in its details. Farm bureau and Farm Club organizations are very strong for this measure in both these counties and promise to give effective aid in the legislature for its passage.

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Summer Term opens May 30, 1921

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IRA RICHARDSON, President

Dr. Regis Chauvenet, president emeritus of the Colorado School of Mines and widely known as a chemist and metallurgist died in Denver on December 7, at the age of seventy-eight. Dr. Chauvenet was formerly a resident of St. Louis and had served Missouri as expert chemist for the State Geological Survey.

Professor Gorrell, in charge of vocational agriculture in the Mexico schools is conducting some very successful short courses for farmers in the surrounding neighborhoods of the county. He is thus taking to them the most practical ideas of modern agriculture at a time of year when their time can be most easily spared from their farm work.

The Smith Towner Bill, according to Congressman Fess, chairman of the committee on education, may be reported out of the committee during the short session.

Dr. Fess says the bill is meeting with violent opposition from many sources. You should write your congressman to stand firmly for this bill.

Professor C. H. Williams, member of the Committee on Teachers' Salaries, and prominent in Association work, has returned from a tour of Europe. While abroad Professor Williams made a study of Teachers' organizations in several countries. This issue of **THE SCHOOL AND COMMUNITY** contains an interesting story from his pen on the organization in England.

Professor W. S. Smith, for the past two years Inspector of Teacher Training high schools for the State Department of Public Schools, has been elected to the superintendency of the Excelsior Springs Schools, to succeed Supt. G. W. Dicmer who goes to Kansas City as a Ward principal.



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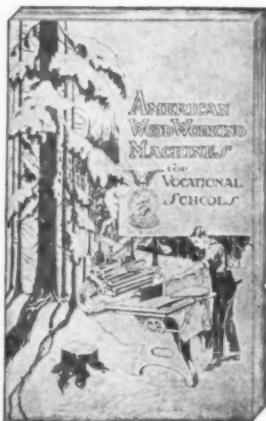
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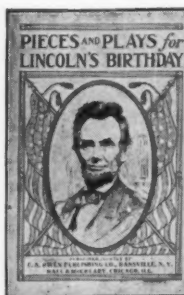
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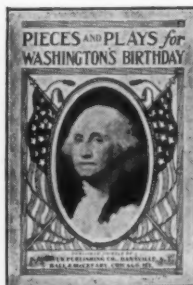
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PIECES AND PLAYS FOR PATRIOTIC DAYS

This book compiled and edited by Grace B. Faxon, is largely devoted to Memorial Day (May 30) and Flag Day (June 14), but much of its contents include 101 recitations for young pupils and advanced grades, 39 dialogues and plays, and an abundance of drills, quotations and verses to be sung to familiar tunes to make any patriotic program complete and interesting. Perhaps the happiest feature of the book is the abundance of selections for little folk. The recitations and dialogues are bright and natural, and will be a joy to tiny reciters. Very little of the material has ever before been published in book form. There is material for all grades, from jolly

jingles for the lower grades to dignified programs for the higher grades. Among the plays included in the Flag Day division is an excellent dramatization of "The Man Without a Country," which should be a striking number of any patriotic program. Price, 35 cents, postpaid.



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A collection that will fill many a need. Most of the recitations have never appeared in any other collection. The dialogues and plays have been successfully acted in school-rooms; in many of them an entire room may take part. An abundance of material for small children.

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A Monthly Message

Chicago, January 1, 1921.

TO THE DOMESTIC SCIENCE TEACHERS
OF THE NATION:

A Happy New Year to you!

In this day of food conservation and changing menus, your work is of supreme importance. The home is the real unit of national life. The future wives and mothers that are now being prepared by you for real home-making will live to bless the day when they chose the course in Domestic Science.

We know something of your problems. Through our staff of Domestic Science experts we have kept in close touch not only with home cookery but with the development and changes in your work. At the suggestion of various leaders in Domestic Science, we shall hope during the coming year to place before you some pages from our "Book of Experience." This will take the form of a monthly message with suggestions and recipes.

The suggestions will be simple and useable. The recipes have been tested and retested by Domestic Science experts. We are sure they will again stand the test of an even wider school and home use. We trust that our monthly message, presented during the coming year through the columns of "The School and Community," may prove to be helpful to you in your work.

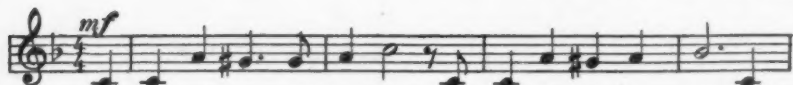
And again a Happy New Year to you and yours..

Cordially,

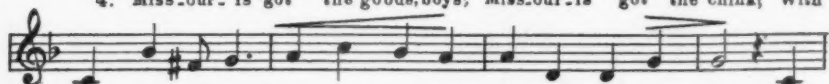
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IT'S HEAV'N IN OLD MISSOURI

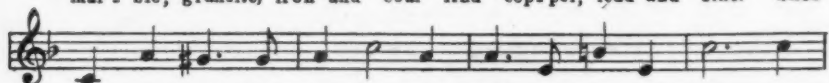
Carrie E. Koch



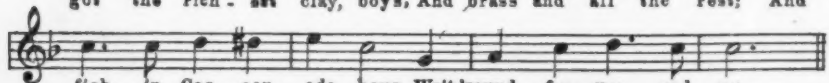
1. Miss-our-'is on the map, boys; You know it by the breeze That
2. Miss-our-'is corn and wheat, boys; E-nor-mous crops will yield; In
3. Miss-our-'is fame for aye, boys; A land-scape, soft and rare; Deep
4. Miss-our-'is "got the goods," boys; Miss-our-'is got the "chink;" With



comes all scent-ed, 'cross the hills, As fresh as from the seas. The
stock and poultry, grain and fruit, We clear-ly hold the field. Our
few - eld val-ley, knoll and grove; Springs bubbling ev'-ry - where The
mar-ble, gran-ite, iron and coal And cop-per, lead and zinc. She's



O - zarks cast their sha-dow For kine, and bird, and bee; And
'Maid - en Blush' en-chant-ing, You scarce can wait to greet A
old White Riv - er trail-er It's charm may know full well, But
got the rich - est clay, boys, And brass and all the rest; And



fish, in Gas - con - ade boys, Wait 'round for you and me.
fair one nam'd 'El - bert - a - None oth - er half so sweet.
ne'er in all his life time Its beau-ty can he tell.
we've got old Miss - our - i, And - bet your life! - we're blest.

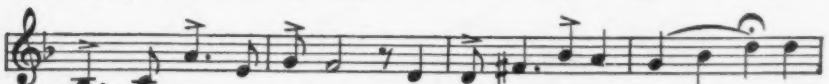
Moderato sostenuto



It's heav'n in old Miss-our- i! The skies are al-ways blue; The



whip-poor-will is call-ing; Each flow'r is kiss'd with dew. There's



love, and peace, and plen-ty, And sun shine all the way, — Out



there in old Miss-our- i Where it's heav'n on earth to - day!

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